

BEACON SCHOOL DISTRICT

Annual Professional Performance Review

**Classroom Teachers
and
Building Principals**

PLAN ADOPTED BY THE BOARD OF EDUCATION
January 23, 2012

TABLE OF CONTENTS

<u>Introduction</u>	3
<u>Part I: Training of Evaluators</u>	4
<u>Part II: Data Management</u>	6
<u>Part III: 2011-2012 School Year</u>	9
<u>Teachers (Appendix “A”)</u>	9
<u>Principals (Appendix “B”)</u>	9
<u>Part IV: Improvement Plans</u>	10
<u>Teacher Improvement Plan (“TIP”)</u>	10
<u>Principal Improvement Plan (“PIP”)</u>	11
<u>Part V: Appeals</u>	13
<u>Teachers</u>	13
<u>Principals</u>	14
<u>Part VI: Miscellaneous</u>	16
<u>Required Certificates</u>	16
<u>Filing and Publication of APPR Plan</u>	16
<u>Monitoring</u>	16

INTRODUCTION

The Board of Education of the Beacon School District (the "District"), in public session at its meeting of (Insert Date), adopts this Revised Annual Professional Performance Plan (the "APPR Plan" or "Plan Document") for the 2011-2012 school year through June 30, 2012 pursuant to the requirements of New York State Education Law §3012-c and accompanying regulations of the Board of Regents and the Commissioner of Education.

The Superintendent of Schools and Board of Education are committed to a thoughtful and careful APPR process and part of this Plan Document that must be developed through appropriate collaboration and negotiations will not be complete as of the APPR Plan adoption date. Accordingly, the Plan Document shall be modified from time to time as these elements are modified.

Annual Professional Performance Review ("APPR") supports the professional growth of our educators. A successful review system should provide timely feedback, an opportunity to acknowledge educators' strengths as well as their weakness and an opportunity for growth as an educator.

This APPR system will be a significant factor in all employment decisions¹ including but not limited to:

- Retention
- Tenure Determination
- Termination
- Supplemental compensation
- Promotion
- Professional Development
- Coaching

Education Law §3012-c establishes new requirements for a comprehensive performance evaluation system for classroom teachers and building principals to be phased in commencing with the 2011-2012 school year. In the 2011-2012 school year, the law only applies to classroom teachers of the common branch subjects, English Language Arts (ELA) and Mathematics in Grades 4-8 and the building principals of schools in which such teachers are employed. The APPR for all other teachers and principals will remain unchanged during the 2011-2012 school year. Those teachers and principals will be covered by the new system in the 2012-2013 school year.

The District will work with all available resources to assist in designing and implementing these new systems. Any items required to be included in the APPR Plan but not yet finalized due to collective negotiations are specifically identified.

¹ Procedure to be negotiated.

PART I

TRAINING OF EVALUATORS

The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended New York State Education Department ("NYSED") model certification process.

The District will ensure that all evaluators are trained as lead evaluators. The Superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The Superintendent will maintain records of certification of evaluators.

Evaluator training will occur regionally in cooperation with Southern Westchester BOCES. Training will be conducted by Southern Westchester BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by the NYSED. Evaluators will be recertified on a periodic basis, to be determined by the District.

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

This training will include the following Requirements for Lead Evaluators/Evaluators:

- New York State Teaching Standards and ISSLC Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals
- Application and use of State-approved locally selected measures of student achievement
- Use of Statewide Instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities.

Lead Evaluator

The Superintendent and his/her designees will be trained and certified as lead evaluators according to the NYSED's model to ensure consistency and defensibility.

Responsibilities

Lead Evaluators will train and certify other evaluators in the District based on the same model.

Timing

For the 2011-2012 school year all evaluators shall be appropriately trained and certified in accordance with a schedule to be determined by the Dutchess BOCES. For the 2012-2013 school year and thereafter, all lead evaluators and other evaluators shall be appropriately trained and certified by September 30th of each school year or thirty (30) days after appointment.

Re-Certification and Updated Training

The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

PART II DATA MANAGEMENT

The District will work with the NYSED to develop a process that aligns its data systems to ensure that the NYSED receives timely and accurate teacher, course and student “linkage” data, as well as a process for teacher and principal verification of the courses and/or student rosters assigned to them.

Ensuring Accurate Teacher and Student Data

The District shall ensure that the NYSED receives accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course and teacher/student linkage data necessary to comply with the Regulations of the Board of Regents and Commissioner of Education by providing such data in a format and timeline prescribed by the Commissioner.

The District’s student data system records now identify teacher assignments and student enrollment and attendance. The District will verify assignments of classroom teachers of common branch subjects, ELA and Mathematics Grades 4-8 (described below). The NYSED *APPR Guidance* provides the following guidance when reporting data for the 2011-2012 school year relating to Teacher of Record:

“For courses included in the 2011-12 school year collection (grades 3-8 ELA and mathematics, grade 4/8 science, and secondary-level courses associated with a Regents exam), the Teachers of Record are those teachers who are primarily and directly responsible for a student’s learning activities that are aligned to the performance measures of the course consistent with guidelines prescribed by the Commissioner.”
(*APPR Guidance, L5*)

The District collects data on student enrollment, attendance, and achievement on Statewide assessments utilizing the PowerSchool student management system. The Data Administrator is directly responsible for maintaining the SMS and transferring data to and from the Mid Hudson Regional Information Center (MHRIC) and NYSED Data Warehouse systems (SIRS) including, but not limited to, file formatting, data collection, import/exports of data, meeting timelines and regulations as outlined by both the MHRIC and the NYSED.

The NYSED’s *APPR Guidance* and field memos relating to the Student Information Repository System (SIRS) will provide detailed guidance related to the collection and reporting of data, including student-teacher linkage and student attendance. The District will continue to monitor data and develop additional processes, as needed and consistent with NYSED reporting requirements, to verify that the data submitted to the State are complete and accurate. The NYSED advises that it will provide roster verification reports to assist in this process (see *APPR Guidance, L4*). The NYSED also will provide guidelines for the use of student-teacher instructional weighting and student exclusion flags (see *APPR Guidance, L8*).

Verification: The District's student data system identifies teacher assignments and student enrollment and attendance. The District has obtained the NYSED statewide unique identifier for certain certified individuals employed by the District through "TEACH". This information has or will be entered into the District's data system and will be extracted from the District's system and reported to SIRS in accordance with NYSED guidance. The District will verify assignments of classroom teachers of common branch subjects, ELA and Mathematics Grades 4-8 through quarterly grade report verifications by both teachers and administrators.

Reporting Individual Subcomponent Scores: The District will report to the NYSED the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in the District in a format and timeline prescribed by the Commissioner. The District will develop a process for timely and accurate extraction of such data and will use SIRS data reporting extracts protocols for reporting these data to NYSED. Total Composite Effectiveness Scores will not be reported until data on student achievement on state assessments is transmitted to the District.

Development, Security and Scoring of Assessments: The District shall ensure the development, security and scoring processes of all assessments and/or measures used to evaluate teachers and principals under this section are not disseminated to students before administration and that teachers and principals do not have a vested interest in the outcome of the assessments they score.

Development: The District will work with appropriate committees, administrators and local Associations to determine decisions about local measures of student achievement; teacher and principal practice rubrics; any other instruments (such as surveys, self-assessments, portfolios); and the scoring methodology for the assignment of points to locally selected measures of student achievement and other measures of teacher or principal effectiveness.

Security: The District will secure all assessments at the building level consistent with NYSED guidelines prior to, during, and after administration of all required NYSED assessments to ensure that these assessments are not disseminated to students before administration. In addition, both testing and scoring protocols will be consistently adhered to ensure that teachers or principals do not have a vested interest in the outcome of the assessments they score. Assessment proctors will have access to test administration protocols prior to test administration as prescribed by NYSED, without compromising the security or integrity of the assessment.

Arrival of Materials: When the test materials arrive at the building, the building testing coordinator and principal carefully check, count and inventory the testing materials to ensure that the proper number of tests have been received. The contents of each box are checked against the shipping notice and the school's copy of the order form. All shrink-wrapped materials remain intact until the day of testing. All test materials are stored in a locked safe or vault within the school building or at a school building that has a safe or vault.

Prior to Testing: Prior to the administration time period, a review of the test administration procedures is conducted with all faculty and staff that will be involved in the test administration and scoring. Classrooms are prepared for testing as described in the NYS Testing

Administrator's Manual. Alternate locations and additional proctors are organized for students who require testing accommodations.

On the Day of the Testing: At least thirty minutes prior to the testing administration time, the teachers and proctors pick up, count and sign out the test materials. Tests are administered in a time frame consistent with State and local requirements, to ensure test security and so that students can do their best. A class roster is completed on the day of testing to account for students who are absent and require a make-up test. When tests are complete, all testing materials are collected and counted by the classroom teacher. Completed testing materials are recounted, bound appropriately and kept in a secure location.

Once All Testing is Complete: Once the testing administration period is completed, all tests are securely inventoried and packed by the building administrator or his/her designee. Make-up sessions are conducted within the allotted time frame, and tests are kept in a secured, locked location. Once all testing is complete, the test boxes are sealed, returned to the scoring location and then properly organized for the return to the testing center.

Scoring: The District will ensure that all assessments are scored in the manner as prescribed by the assessment. Teachers or principals will not have a vested interest in the outcome of assessments they score.

PART III
ANNUAL PROFESSIONAL PERFORMANCE REVIEW
GRADES 4-8 COMMON BRANCH TEACHERS AND BUILDING PRINCIPALS
2011-2012 SCHOOL YEAR

Teachers

See Appendix "A".

Principals

See Appendix "B".

PART IV

TEACHER IMPROVEMENT PLAN

If a teacher is rated "developing" or "ineffective" the District shall develop and implement a Teacher Improvement Plan ("TIP").

-SAMPLE-

(1)AREA(S) IN NEED OF IMPROVEMENT	(2)TIME LIMIT FOR ACHIEVING IMPROVEMENT	(3)DIFFERENTIATED ACTIVITIES TO SUPPORT IMPROVEMENT	(4)MANNER OF ASSESSMENT OF IMPROVEMENT

Principal's Signature

Date

Superintendent's Signature

Date

1. The area or areas in need of improvement, drawn from the evaluation criteria of this APPR;
2. The time limit for achieving improvement that shall range between 3 months and a semester. Benchmark reviews will be scheduled by the evaluator as follows.
 - a) Last week in September (Goal Development)
 - b) 2nd Week of November (formative)
 - c) Last week in December (2nd formative)
 - d) Final summative meeting (Last week of the fall semester)
3. A statement of differentiated activities to support improvement that may include; observing other teachers modeling by teachers in-service training, educational conferences and reference to pedagogical writing based upon scientific research, working with mentors and video-tape review; and

4. The manner of assessment of improvement that shall be in the nature of direct observation, review of education materials (where applicable), review of behaviors (where applicable), attention to educational directives (where applicable), and student/teachers progress based upon the measure as determined by the state and locally under this APPR (where applicable).

Timing

Each TIP shall be in place no later than ten (10) days after teachers are required to report to the District the next school year.

PRINCIPAL IMPROVEMENT PLAN

If a principal is rated "developing" or "ineffective" the District shall develop and implement a Principal Improvement Plan ("PIP").

-SAMPLE-

(1)AREA(S) IN NEED OF IMPROVEMENT	(2)TIME LIMIT FOR ACHIEVING IMPROVEMENT	(3)DIFFERENTIATED ACTIVITIES TO SUPPORT IMPROVEMENT	(4)MANNER OF ASSESSMENT OF IMPROVEMENT

Principal's Signature

Date

Superintendent's Signature

Date

1. In the event a Principal Improvement Plan is suggested, discussion shall reference the Superintendent's goals regarding such Principal Improvement Plan. Benchmarks need to be identified and review of work done by the principal as specified in the PIP, may occur with the administrator's mentor or the evaluator. Benchmark reviews are to be scheduled by the evaluator as follows:

- a) Last week in September (Goal Development)

- b) 2nd Week of November (formative)
 - c) Last week in December (2nd formative)
 - d) Final summative meeting (Last week of the fall semester)
2. The area or areas in need of improvement, drawn from the evaluation criteria of this APPR;
 3. The time limit for achieving improvement that shall range between 3 months and a semester.
 4. A statement of differentiated activities to support improvement that may include; observing other professional administrators, modeling by administrators, in-service training, educational conferences and reference to pedagogical writing based upon scientific research, working with mentors and video-tape review; and
 5. The manner of assessment of improvement that shall be in the nature of direct observation, review of education materials (where applicable), review of behaviors (where applicable), attention to educational directives (where applicable), and student/teachers progress based upon the measure as determined by the state and locally under this APPR (where applicable).

Timing

Each PIP shall be in place no later than ten (10) days after teachers are required to report to the District the next school year.

PART V

APPEALS

I. Teachers:

- A. A teacher who receives an ineffective rating on their APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Central Office administrative designee of the Superintendent of Schools, who shall be trained in accordance with the requirements of statute and regulations and also possesses either an SDA or SDL Certification.
- B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a teacher who is placed on a Teacher Improvement Plan ("TIP") shall have a corresponding right to appeal concerns regarding the TIP in accordance with the requirements set forth in Section 3012-c of the Education Law.
- C. An appeal of an evaluation or a TIP must be commenced within fourteen calendar days of the presentation of the document to the teacher or else the right to appeal shall be deemed waived in all regards.
- D. The Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action or denying the appeal. Such decision shall be made within fourteen calendar days of the receipt of the appeal. In the event that the teacher is unsatisfied with the result of the appeal, a further appeal may be taken to the Superintendent of Schools within fourteen calendar days of receipt of the Superintendent's designee's decision upon the appeal.
- E. The Superintendent shall make his or her decision in writing regarding the further appeal within fourteen calendar days of receipt of that appeal. The decision of the Superintendent so long as the decision is made within the timeframe set forth in this paragraph shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law.
- F. 1. Notwithstanding the above, in the event that a tenured teacher has received two consecutive ineffective APPR evaluation ratings, the second tier appeal shall be to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Bonnie Siber-Weinstock, Ira Lobel, and Howard Edelman, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the teacher improvement plan. In the event that the district then

proceeds to a probable cause finding under Section 3020-a of the Education Law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the teacher and the district to be the Section 3020-a hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law §3020-a, so long as the identical issue wasn't resolved in the level 2 appeal or clearly should have been presented in the level 2 appeal but was not. It is expected that the cost of said hearing shall be paid for in accordance with the provision of the Education Law.

2. In order to take advantage of the procedure outlined in F-1, above, the tenured teacher must consent to the use of the same arbitrator from the above panel should the district proceed to find probable cause under Section 3020-a of the Education Law. If the tenured teacher is unwilling to do so, the second tier appeal shall be heard by the superintendent.

2. Principals

- A. A principal who receives an ineffective rating on their APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Central Office administrator designee of the Superintendent of Schools, who shall be trained in accordance with the requirements of statute and regulations and also possesses either an SDA or SDL Certification
- B. The appeal must be brought in writing, specifically the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a principal who is placed on a Principal Improvement Plan (PIP) shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of Education Law
- C. An appeal of an evaluation or a PIP must be commenced within twenty one (21) calendar days of the presentation of the document to the principal or else the right to appeal shall be deemed waived in all rights.
- D. The Superintendent shall respond to the appeal with a written answer granting the appeal and directing further administrative action or denying the appeal. Such decision shall be made within ten (10) calendar days of the receipt of the appeal. In the event that the principal is unsatisfied with the result of the appeal may be taken to the Superintendent of Schools within ten (10) calendar days of receipt of the Superintendent's decision upon the appeal.
- E. The Superintendent shall make his or her decision in writing regarding the further appeal within ten (10) calendar days of receipt of that appeal. The decision of the Superintendent so long as the decision is made within the timeframe set forth in this

paragraph shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law.

- F. 1. Notwithstanding the above, in the event that a tenured administrator has received two consecutive ineffective APPR evaluation ratings, the second tier appeal shall be to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Bonnie Siber-Weinstock, Ira Lobel, and Howard Edelman, or to such other arbitrator who shall be mutually agreed upon by the parties, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the principal important plan. In the event that the district then proceeds to a probable cause finding under Section 3020-a of a Education Law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the principal and the district to be the Section 3020-a hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education law 3020-a, so long as the identical issue wasn't resolved in the level 2 appeal or clearly should have been presented in the level 2 appeal but was not. It is expected that the cost of said hearing shall be paid for in accordance with the provisions of the Education Law.
2. In order to take advantage of the procedure outlined in F-1, above, the tenured administrator must consent to the use of the same arbitrator from the above panel should the district proceed to find probable cause under Section 3020-a of the Education Law. If the tenured administrator is unwilling to do so, the second tier appeal shall be heard by the superintendent.

Probationary Teachers or Principals

The District retains its right with respect to probationers.

PART VI
MISCELLANEOUS

Required Certificates

The District shall include with this APPR Plan any certifications required by the Board of Regents regulations.

Filing and Publication of APPR Plan

This APPR Plan shall be adopted by the Board of Education, filed in the office of the District, and shall be made available to the public on the District's website by September 10, 2011, or within ten days after its adoption, whichever shall later occur.

Monitoring

The District agrees to collaborate with the NYSED regarding any concerns and/or monitoring of the District regarding evaluation implementation.

APPENDIX "A"
Beacon City School District
Annual Professional Performance Review – Evaluation Cycle

Philosophy

The Beacon City School District's administration working in collaboration with the Beacon Teacher's Association believes professional review is an integral part of the continuous growth process for teachers. The following plan meets the requirements of the New York State Annual Professional Performance Review (APPR) regulation.

This model was chosen because it is a model that supports professional development. The Danielson model was first developed to assist educators in defining elements of effective professional development. It is the belief of the Beacon School District that as accountability increases so must the support for success. This model can assist educators in the professional growth cycle of continuous improvement of our teaching and learning systems.

Summary of State Requirements

The New York State APPR regulation requires the district to rate teachers on a 100 point scale. Teachers will gain points from a variety of assessment tools:

- 20% or 20 points will come from the state based upon the achievement results of that teacher's students on state assessments
- 20% or 20 points will come from "locally selected measures" of student growth
- 60% or 60 points will come from multiple measures of teacher effectiveness
 - A minimum of 40 of the 60 points will be based upon scores from a state approved rubric
- The total 100 possible points will be known as the Composite Effectiveness Score.
- Based upon the Composite Effectiveness Score from 0-100 points, a teacher will receive an overall rating of Highly Effective, Effective, Developing or Ineffective (HEDI).
- The following scale will be set by New York State
 - Highly Effective = ____ points
 - Effective = ____ points
 - Developing = ____ points
 - Ineffective = ____ points

APPENDIX "A"

Beacon City School District

Annual Professional Performance Review – Evaluation Cycle

Specific Choices for the Beacon School District

- Beacon has agreed to use the Danielson Rubric for assessing teacher effectiveness.
- Beacon has agreed to use the _____ as the local assessment.
- 20% or 20 points will come from the state based upon the achievement results of that teacher's students on state assessments.
- 20% or 20 points will come from "locally selected measures" of student growth.
- 60% or 60 points will come from multiple measures.
- The elements of the 60% or 60 points that comprise the multiple measures will include:
 - 40 points will come from two (2) classroom observations utilizing the Danielson rubric that include pre and post observation conferences. A third classroom observation may be conducted if mutually agreed upon.
 - 10 points will come from a Yearly Professional Growth Plan that is written, implemented, documented and reviewed by the teacher
 - 10 points will come from a review of the teacher's Professional Responsibilities as defined by the Danielson Rubric; Domain 4.
 - The review of the Professional Growth Plan and the Professional Responsibilities will occur in a Professional Conference between the administrator of record and the teacher.
- These elements will be collectively known as an evaluation system
- Upon the completion of all of the elements, there will be data-based evidence to address every domain of the Danielson Model.
- Several forms have been developed for piloting in the 2011-2012 school year. It is the intent that the forms will be used by the administrators and teachers covered under the APPR regulation. The effectiveness of the forms should be evaluated before September 2012. Based upon that evaluation, the forms may be revised or new forms created. It is important to note that if the forms are changed or re-created the Danielson elements assessed by that question or form need to be covered by another evidence-based method.
- The evaluation system when **fully implemented** will occur in a cycle. The phases of the cycle include:

APPENDIX "A"
Beacon City School District
Annual Professional Performance Review – Evaluation Cycle

Beacon City School District's Multiple Measures of Teacher Effectiveness	
Phase	Description/Actions/Behaviors
1	<p>Yearly Professional Growth Goal: At the beginning of the new evaluation cycle, the teacher will obtain APPR Form 1 (Yearly Professional Growth Plan Planning Document). For all except new teachers, the Yearly Professional Growth Goal should be based upon the teacher's reflection on the final evaluation from the prior school year. The teacher will complete the APPR Form 1 document and submit it to the administrator of record by no later than October 15th. The administrator of record can review and sign or ask to meet with the teacher for any clarification or coaching needed. The administrator of record will keep a copy.</p> <p>Throughout the evaluation cycle the administrator and teacher may have formal or informal conversations about the progress made on the teacher's Yearly Professional Growth Plan.</p>
2	<p>Observation Cycle Utilizing the Danielson Rubric: Throughout the observation cycle at least two formal observations utilizing the Danielson rubric and APPR forms 2 through 6 (and any supporting technology, if available) will be completed.</p> <ol style="list-style-type: none"> 1. The administrator sets dates for the observation and a pre-observation conference. <ol style="list-style-type: none"> a. The schedule for the pre-observation conference will come within five (5) school days of the classroom observation, absent exigent circumstances. 2. The teacher fills out APPR Form 2 (Lesson Plan) and has access to APPR Form 3 (Pre Observation Conference Questions). <ol style="list-style-type: none"> a. For the first observation in the evaluation cycle, the teacher and administrator will have a face-to-face meeting for the pre-observation conference. The administrator will ask the questions on APPR Form 3 and any other clarifying questions needed. b. For the second observation in the observation cycle (at the discretion of the administrator), the administrator may schedule a face-to-face pre-observation conference or they may request that the teacher complete and submit both APPR Form 2 and APPR Form 3 within five (5) school days of the classroom observation, absent exigent circumstances. The administrator may then choose to schedule a meeting for clarification, if necessary. 3. The administrator will conduct the classroom observation and schedule a post-observation conference. <ol style="list-style-type: none"> a. For the second classroom observation an optional format may be used if the teacher and the administrator mutually agree. A pre-observation conference would be conducted and the teacher would then, within the five day period, absent exigent circumstances, video tape/digitally record the lesson. The administrator would receive the video tape/digital recording to analyze. The teacher could also review the video tape/digital recording prior to the post conference.

APPENDIX "A"
Beacon City School District
Annual Professional Performance Review – Evaluation Cycle

Beacon City School District's Multiple Measures of Teacher Effectiveness	
Phase	Description/Actions/Behaviors
	<ol style="list-style-type: none"> 4. The post observation conference will come within ten (10) school days of the classroom observation, absent exigent circumstances. <ol style="list-style-type: none"> a. Prior to the post observation conference both the teacher and administrator will reflect upon the lesson taught, analyze and come prepared to hold a professional conversation of review. b. During the face-to-face post observation conference the administrator and teacher will discuss the evidence based observations that support each highlighted component on APPR form 4 (Classroom Observation Rubrics). c. The salient points in Domains 1, 2 and 3 will be summarized in the post observation report APPR form 5 (Observation Report) 5. The teacher will reflect upon the lesson then complete APPR form 6 (Teacher Reflection Sheet) and submit it to the administrator of record within 10 days of the post observation conference, absent exigent circumstances. 6. The teacher will sign APPR form 4 and APPR form 5 indicating receipt of the document, not necessarily agreement of the contents within the document. The teacher will return the signed document to the administrator and both the administrator and teacher will receive a copy of the document. The teacher may provide a written response to the document within ten (10) days of receiving it. 7. Original copies of the following forms must be secured and forwarded to the personnel office after each completed observation cycle, as well as a copy kept on file in the building by the administrator of record: <ol style="list-style-type: none"> a. APPR form 5 (Observation Report) signed by teacher and administrator b. APPR form 4 (The Rubrics) highlighted rubrics signed by teacher and administrator c. APPR form 2 (Lesson Plan) d. APPR form 6 (Teacher Reflection)
3	<p>Professional Conference: Near the completion of the evaluation cycle, the administrator and teacher will meet for a Professional Conference.</p> <ol style="list-style-type: none"> 1. Throughout the year the teacher will be collecting evidence of their Professional Responsibilities as described in Domain 4 of the Danielson Rubric. Evidence could include items such as, but not limited to; reflection on a lesson, evidence of routines and systems that track student completion of assignments, processes of maintaining accurate non-instructional and instructional records, culturally appropriate information sent home, two-way communication between teacher and families, etc. 2. The teacher will also review the progress and results of the Yearly Professional Growth Goal during this conference. 3. Administrator and teacher will discuss how the components of APPR form 7 (Professional Responsibilities Conference Rubric) will be highlighted 4. Salient points from the discussion about professional responsibilities and the Annual Professional Growth Goal will be summarized in APPR form 8

APPENDIX "A"

Beacon City School District

Annual Professional Performance Review – Evaluation Cycle

Beacon City School District's Multiple Measures of Teacher Effectiveness	
Phase	Description/Actions/Behaviors
	<p>(Professional Responsibilities Report)</p> <p>5. Original Signed Copies of APPR form 7 (Professional Responsibilities Rubric) and APPR form 8 (Professional Responsibilities Report) must be forwarded to the personnel office as soon as possible after the professional conference. Copies of APPR form 7 and APPR form 8 must also be kept on file in the building by the administrator of record.</p>
4	<p>Teacher Evaluation: At the end of the evaluation cycle, a certified evaluator will complete APPR form 9 (Teacher Evaluation Rating Instrument). The following factors will be used to determine an overall Teacher Effectiveness Rating, as mandated by education law 3012c:</p> <ol style="list-style-type: none"> 1. Student Growth on State Assessments or Other Comparable Measures (20 points) 2. Locally Selected Measures of Student Achievement (20 points) 3. Professional Responsibilities Review (10 points) 4. Yearly Professional Growth Goal (10 points) 5. Classroom Observation (40 points)

APPENDIX "A"
Beacon City School District
Annual Professional Performance Review – Evaluation Cycle

Timeline (absent exigent circumstance)		Evaluation Cycle Activity Description	Corresponding APPR Forms to be Completed
On or Before October 15th		Submission of Yearly Professional Growth Goals: Teacher will submit Yearly Professional Growth Goal to the administrator of record. This goal should result from reflection on previous year's evaluation for experienced teachers.	APPR form 1 completed by teacher and submitted to the Administrator of Record
Observation 1 (see BTA contract for date of 1 st observation for beginning teachers)	Within 5 days of scheduled Observation	Pre-Observation Conference: Observer will schedule pre-observation conference. Teacher will prepare lesson plan and be prepared to answer pre-observation conference questions.	APPR form 2 completed by teacher. A teacher may optionally complete APPR form 3.
	Within 5 days of Pre-Observation Conference	Observation: Observer will take evidence based notes on the lesson that they observe.	Observer may develop a draft copy of the highlighted rubrics (APPR form 4) and observation report (APPR form 5) for the observed lesson.
	Within 10 days of Observation	Post-Observation Conference: Observer and teacher will discuss the Domain 1, 2, and 3 areas of the rubric to be highlighted and the evidence that supports the sections they are selecting to highlight. They will summarize by commenting on salient points in each Domain and make recommendations based on those comments.	Observer will create a final draft of APPR form 4 and 5 and secure signed copies of APPR forms 4 and 5
	Within 10 days of the Post-Observation Conference	Teacher Reflection: Teacher will reflect on the lesson and complete APPR form 6.	Teacher will complete Teacher Reflection Sheet (APPR form 6) and
	As soon as possible	4 Copies: Original signed copies of APPR forms should be set to the Personnel Office. Copies of all forms should be forwarded to the Administrator of Record and the teacher. A copy should also be retained by the observer, along with their notes.	The following forms should be copied by the observer and stapled together in the order below: <ul style="list-style-type: none"> - APPR form 5 - APPR form 4 - APPR form 2; and - APPR form 6

APPENDIX "A"
Beacon City School District
Annual Professional Performance Review – Evaluation Cycle

Observation 2	Within 5 days of scheduled Observation	Optional Pre-Observation Conference: Observer will schedule pre-observation conference or request that teacher submit APPR forms 2 and 3. Teacher will prepare written lesson plan and written responses to pre-observation conference questions, if requested. The observer may choose to meet with the teacher to clarify or not.	APPR form 2 completed by teacher. A teacher may optionally complete APPR form 3.
	Within 5 days of Pre-Observation Conference	Observation: Observer will take evidence based notes on the lesson that they observe.	Observer may develop a draft copy of the highlighted rubrics (APPR form 4) and observation report (APPR form 5) for the observed lesson.
	Within 10 days of Observation	Post-Observation Conference: Observer and teacher will discuss the Domain 1, 2, and 3 areas of the rubric to be highlighted and the evidence that supports the sections they are selecting to highlight. They will summarize by commenting on salient points in each Domain and make recommendations based on those comments.	Observer will create a final draft of APPR form 4 and 5 and secure signed copies of APPR forms 4 and 5
	Within 10 days of the Post-Observation Conference	Teacher Reflection: Teacher will reflect on the lesson and complete APPR form 6.	Teacher will complete Teacher Reflection Sheet (APPR form 6) and
	As soon as possible	4 Copies: Original signed copies of APPR forms should be set to the Personnel Office. Copies of all forms should be forwarded to the Administrator of Record and the teacher. A copy should also be retained by the observer, along with their notes.	The following forms should be copied by the observer and stapled together in the order below: <ul style="list-style-type: none"> - APPR form 5 - APPR form 4 - APPR form 2; and - APPR form 6
Near the End of the Evaluation Cycle		Professional Conference: Teacher will come prepared with evidence to document Domain 4 Professional Responsibilities and Yearly Professional Growth Goals. Observer and teacher will discuss the sections of the APPR form 7 rubric that will be highlighted based on the evidence provided and comment on the salient points in the APPR form 8 Professional Responsibilities Report	Observer will complete APPR form 7 and APPR form 8 and distribute copies to the: Personnel Office (original), Administrator of Record, Teacher, and Observer's file.

APPENDIX "A"
Beacon City School District
Annual Professional Performance Review – Evaluation Cycle

As soon after State Assessment Results are Available as is Possible	End of Year Evaluation: A certified evaluator will complete APPR form 9 and assigns composite teacher effectiveness rating.	Evaluator completes APPR form 9 and secures teacher signature and forwards original and copies as described above.
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APPENDIX "A"
Beacon City School District
Annual Professional Performance Review – Evaluation Cycle

Getting Started

The evaluation cycle fully implemented is a powerful research-based model that is different and more comprehensive from previous models used in the district. There is a need for awareness and a depth of learning about the Danielson Model to become fully functional. For this reason the following model phase-in is as follows:

Year	Phase-in Description
One 2011- 2012	<p>As per State regulation, only teachers in grades 4-8 of ELA and Math will be using the new model. All other teachers fall under the previous APPR system. The anticipated date of purchase of materials is December, 2011. Principals of grades 4-8 have begun the classroom observation process as per the BTA contract utilizing evidence based note taking. The following points are addressing only teachers of grades and subjects under the new regulation.</p> <ul style="list-style-type: none"> - For teachers who may have received two or more observations prior to the purchase of materials, the principal may use one (the better of the observations) and translate it to the Danielson rubric using the evidence based notes. The principal will complete a minimum of one additional observation utilizing the Danielson framework, with a pre and post observation. - For teachers who have only received one classroom observation, another observation will be conducted utilizing the Danielson framework, with a pre and post observation. - For teachers who have no classroom observations, two observations will be conducted utilizing the new Danielson framework, with a pre and post observation as described on page three (3) above. - No teacher will be asked to complete the Yearly Professional Growth Plan. - All teachers and the administrator of record will conduct the Professional Conference toward the end of the evaluation cycle. The teachers will be collecting evidence of their Professional Responsibilities as described in the Danielson (revised) Rubric (Domain 4). - The revised 60 point distribution will be as follows for this year only: <ul style="list-style-type: none"> o 40 points will come from at least two classroom observations o 20 points will come from the review of professional responsibilities. - The 2011-2012 evaluation will not be used toward the two year expedited hearing for any teacher
Two 2012- 2013 and beyond	<ul style="list-style-type: none"> - All teachers will complete the entire evaluation cycle as described in pages 2-8 above.

The yearly professional growth plan is an opportunity for teachers to determine in collaboration with their administrator of record a goal to improve the system of which they have the most control, the teaching/learning process in the classroom. Research has shown that professionals who reflect upon their practice and set and achieve goals are more likely to become highly effective teachers.

Name of teacher: _____

Current School Year: _____

The Danielson Rubric 2011 (Revised) teaching/learning element I would propose to work on this year is:

Domain 1: Planning and Preparation

- _____ *Demonstrating Knowledge of Content and Pedagogy*
- _____ *Demonstrating Knowledge of Students*
- _____ *Setting Instructional Outcomes*
- _____ *Demonstrate Knowledge of Resources*
- _____ *Designing Coherent Instruction*
- _____ *Designing Student Assessments*

Domain 2: The Classroom Environment

- _____ *Creating an Environment of Respect and Rapport*
- _____ *Establishing a Culture for Learning*
- _____ *Managing Classroom Procedures*
- _____ *Managing Student Behavior*
- _____ *Organizing Physical Space*

Domain 3: Instruction

- _____ *Communicating with Students*
- _____ *Using Questioning / Prompts and Discussions*
- _____ *Engaging Students in the Learning*
- _____ *Using Assessment in Instruction*
- _____ *Demonstrating Flexibility and Responsiveness*

Domain 4: Professional Responsibilities

- _____ *Reflecting on Teaching*
- _____ *Maintaining Accurate Records*
- _____ *Communicating with Families*
- _____ *Participating in a Professional Community*
- _____ *Growing and Developing Professionally*
- _____ *Showing Professionalism*

The specific project I would like to work on from the selected element above is:

The resources I will be using are:

To achieve the maximum of 10 points, the documentation of my learning will include the following:

Teacher's

Date

Administrator of Record's Signature

Date

Sample Ideas for Growth Goals

The following ideas are presented as ideas only. A growth goal needs to be personalized by the person creating it and is only limited by their own imagination. Professionals are constantly seeking to continuously improve and for many this plan only formalizes what they have been doing each year.

Danielson Element	Project	Resources	Documentation of Learning and Application
<i>Designing Coherent Instruction</i>	Increase students local grades in Social Studies	Read Reaching Standards through Cooperative Learning – Social Studies by Spencer Kagan	<ul style="list-style-type: none"> - Create lesson plans that incorporate cooperative learning structures, at least every 2/5 days - Document increases or decreases in student understanding by comparing second semester local grades (using cooperative structures) to first semester grades (cooperative structures were not used) and compare last year's student grades to this year's student grades
<i>Demonstrate Knowledge of Resources</i>	Develop high level of implementation integrity with new text/program	New text and Teacher's manual My grade/department level colleagues Publisher training	<ul style="list-style-type: none"> - Participate in publisher training - Obtain from publisher or create brief paragraphs that explain all of the features / elements of the new text / program. - Share program features/elements with students - Meet twice a month with grade/department colleagues also using these materials to reflect upon chapters covered and plan for new chapters. Keep notes of meetings/reflections and plans in binder for future reference. - Create pre-use/post use student survey to obtain feedback on new materials. - Review feedback, discuss pros and cons with colleagues and create written recommendations for next year.
<i>Communicating with Students</i>	Increase the use of teaching strategies that increase student understanding	Book and CD Teach like a Champion Internet Peer Partner	<ul style="list-style-type: none"> - Peer partner shares the same goal to search teaching strategies for linking instructional purpose and developing students' conceptual understanding through scaffolding and connecting with student interests (from Danielson Rubric) - Peers will use Teach like a Champion and search internet. - Peers will develop lessons that utilize strategies. - Peers will watch each other utilize strategies and give each other feedback at least twice a month. - Peers will each keep a reflective journal of his/her personal learning. - Peers will track student learning through local assessments.

Lesson Plan Planning Guide

APPR Form 2

Teacher records key information in each area and brings a copy for the administrator and a copy for him/herself to the Pre-Observation Conference

Name of Current Unit of Study:

Day ____ of the Unit

Concepts in Unit (D1A):

Standards Taught/Assessed in this Unit:

Student/Class Profile Identify the makeup of your class and any accommodations in this lesson to meet student learning needs D1B, D1E	
Learning Outcomes Identify what concept, knowledge and/or skill you will specifically teach today. D1C, D1E	
Assessments Identify what the students will do today to SHOW they are making progress toward and/or have learned the concept, knowledge or skill. (The formative and/or summative assessments) D1E, D1F	
Engagement in Learning List how you will focus the students in the opening of the lesson, activities to engage the students and your plan to close the lesson. D1E	
Adjustments / Modifications In what ways do you anticipate you will adjust the lesson if formative assessments indicate a need? D1A, D1B, D1E, D1F	
Groups How will the students be grouped for each activity in the lesson? D1B, D1E	
Resources List resources and materials needed for this lesson. D1D	

Pre-Observation Conference Questions APPR Form 3

Teacher may record answers on the Pre-Observation Conference Question Form (this paper) or simply come prepared to discuss these questions with the administrator unless otherwise directed.

1. What specifically will you be teaching in the lesson I will observe (D1C)?
 - a. How do you know the students are ready for this learning (D1A)?

2. How will you know the students are learning during this lesson (D1A, D1B, D1C)?

3. Let's review the lesson plan (APPR Form 2) you brought with you today (D1E).
 - a. What are the assessment criteria and standards for the formative and/or summative assessment(s) you will be using in this lesson (D1F)?
 - b. In what ways will the results of the assessment(s) you will be using in this lesson help you plan for future instruction (D1F)?

4. I will be observing your lesson to assess your application of the NYS Teaching Standards via the Danielson Rubric Domains 2 and 3. Is there any one competency you are specifically interested in receiving feedback?

Domain 2: The Classroom Environment

- _____ *Creating an Environment of Respect and Rapport*
- _____ *Establishing a Culture for Learning*
- _____ *Managing Classroom Procedures*
- _____ *Managing Student Behavior*
- _____ *Organizing Physical Space*

Domain 3: Instruction

- _____ *Communicating with Students*
- _____ *Using Questioning / Prompts and Discussions*
- _____ *Engaging Students in the Learning*
- _____ *Using Assessment in Instruction*
- _____ *Demonstrating Flexibility and Responsiveness*

Form 4 – Classroom Observation Rubrics (Domains 1, 2 and 3)

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of content and pedagogy <ul style="list-style-type: none"> - content and structure of the discipline - prerequisite relationships - content related pedagogy 	<p>In planning and practice, teacher makes content errors or does not correct error. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>	<p>Teacher is familiar with the important concept of the discipline, but may display lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to students.</p>	<p>Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of the prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>
1b: Demonstrating knowledge of students <ul style="list-style-type: none"> - child & adolescent development - the learning process - skills, knowledge, & language proficiency - interest & cultural heritage - special needs 	<p>Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.</p>	<p>Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</p>	<p>Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.</p>	<p>Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.</p>
1c: Setting Instructional Outcomes <ul style="list-style-type: none"> - Value, sequence, & alignment - Clarity - Balance - Suitability for diverse students 	<p>Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.</p>	<p>Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of learning, and use of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.</p>	<p>All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.</p>
1d: Demonstrating Knowledge of Resources <ul style="list-style-type: none"> - For classroom use - To extend content knowledge and pedagogy - For students 	<p>Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.</p>	<p>Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.</p>	<p>Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.</p>	<p>Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</p>
1e: Designing Coherent Instruction <ul style="list-style-type: none"> - Learning activities - Instructional materials and resources - Instructional groups - Lesson and unit structure 	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The progression of activities is uneven, with most time allocations reasonable.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.</p>	<p>Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology) resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>
1f: Assessing student Learning <ul style="list-style-type: none"> - Congruence with instructional outcomes - Criteria and standards - Design of formative assessments - Use for planning 	<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</p>

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport <ul style="list-style-type: none"> Teacher interactions with students, including both words and actions Student interactions with other students, including both words and actions 	<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, putdowns, or conflict. Teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral; conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.</p>
2b: Establishing a culture for learning <ul style="list-style-type: none"> Importance of the content and of learning Expectations for learning and achievement Student pride in work 	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.</p>
2c: Managing classroom procedures <ul style="list-style-type: none"> Management of instructional groups Management of transitions Management of materials and supplies Performance of non-instructional duties 	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.</p>
2d: Managing student behavior <ul style="list-style-type: none"> Expectations Monitoring of student behavior Response to student misbehavior 	<p>There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.</p>	<p>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.</p>	<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students.</p>
2e: Organizing physical space <ul style="list-style-type: none"> Safety and accessibility Arrangement of furniture and use of physical resources 	<p>The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p>	<p>The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, ensuring that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p>

Domain 3: Instruction

Component		Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating With Students <ul style="list-style-type: none"> - Expectations for learning - Directions for activities - Explanations of content - Use of oral and written language 		The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear, other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
	3b: Using questioning and discussion techniques <ul style="list-style-type: none"> - Quality of questions/prompts - Discussion techniques - Student participation 	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety of series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
3c: Engaging students in learning <ul style="list-style-type: none"> - Activities and assignments - Grouping of students - Instructional materials and resources - Structure and pacing 		The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
	3d: Using Assessment for Instruction <ul style="list-style-type: none"> - Assessment Criteria - Monitoring of student learning - Feedback to students - Student self-assessment and monitoring of progress 	There is little or no assessment or monitoring of student learning. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self assessment. Questions/prompts/assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.
3e: Demonstrating flexibility and responsiveness <ul style="list-style-type: none"> - Lesson adjustment - Response to students - Persistence 		Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.

Evidence based observations addressing the highlighted sections of Domains 1, 2 and 3 in the rubrics were discussed during the post observation conference. Comments and recommendations for continued growth were provided in the accompanying observation report document (Form 5).

Teacher

Administrator

Date



BEACON CITY SCHOOL DISTRICT
Annual Professional Performance Review Plan
Observation Report

PROFESSIONAL STAFF:	BUILDING:
GRADE LEVEL/CURRICULUM AREA OBSERVED:	
ADMINISTRATOR:	DATE:

Evidence based comments and recommendations:

Domain 1 Planning and Preparation	<p>Comments:</p> <p>Recommendation:</p>
Domain 2 The Classroom Environment	<p>Comments:</p> <p>Recommendation:</p>
Domain 3 Instruction	<p>Comments:</p> <p>Recommendation</p>

Teacher Signature:

Date

Administrator

Date



BEACON CITY SCHOOL DISTRICT
ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN
TEACHER REFLECTION SHEET

NAME OF TEACHER:

NAME OF OBSERVER:

DATE OF CONFERENCE:

SCHOOL:

GRADE LEVEL:

SUBJECT:

1. *Did the students learn what you intended for them to learn? What evidence do you have to support this?*
2. *To what extent were your goals and objectives appropriate for your students?*
3. *Please comment on different aspects of your instructional delivery. To what extent were they effective? What would you do differently to improve the lesson?*
4. *Please comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?*
5. *Did you alter your plan? If so, please explain how, and why?*

Domain 4: Professional Responsibilities

Form 7 – Professional Responsibilities Conference Rubric

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching <ul style="list-style-type: none"> - Accuracy - Use in future teaching 	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
4b: Maintaining Accurate Records <ul style="list-style-type: none"> - Student completion of assignments - Student progress in learning - Non-instructional records 	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.
4c: Communicating with Families <ul style="list-style-type: none"> - Information about the instructional program - Information about individual students - Engagement of families in the instructional program 	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
4d: Participating in a Professional Community <ul style="list-style-type: none"> - Relationships with colleagues - Involvement in a culture of professional inquiry - Service to the school - Participation in school and district projects 	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
4e: Growing and Developing Professionally <ul style="list-style-type: none"> - Enhancement of content knowledge and pedagogical skill - Receptivity to feedback from colleagues - Service to the profession 	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.

The teacher provided transparent evidence to address each component of professional responsibility included in the rubric above during the professional responsibilities conference. This evidence was reviewed and discussed during the professional responsibilities conference and resulted in the above highlighted ratings. Comments and recommendations for continued growth were provided in the accompanying professional responsibilities report document (Form 8).

Teacher

Administrator

Date



BEACON CITY SCHOOL DISTRICT
Annual Professional Performance Review Plan
Professional Responsibilities Report

PROFESSIONAL STAFF:	BUILDING:
GRADE LEVEL/CURRICULUM AREA:	
ADMINISTRATOR:	DATE:

Evidence based comments and recommendations:

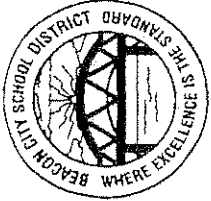
Domain 4 Professional Responsibilities	<p>Comments:</p> <p>Recommendations:</p>
Yearly Professional Growth Plan	<p>Comment on the extent to which the teacher provided the documentation set forth in APPR form 1:</p>

Teacher Signature:

Date

Administrator

Date



Annual Professional Performance Review Form 9: Teacher Evaluation Rating Instrument

PROFESSIONAL STAFF:	BUILDING:
GRADE LEVEL/CURRICULUM AREA EVALUATED:	
CERTIFIED TEACHER EVALUATOR:	DATE:

Section 1: Student Growth on State Assessments or Other Comparable Measures (20 points)

The evaluator has reviewed Student Growth Measures (or Other Comparable Measures) provided by the state for the students that this teacher is accountable for. New York State Department of Education criteria included in form 9d were applied to arrive at the total number points awarded below.

Total Number of Student Growth on State Assessments or Other Comparable Measures Points Earned (maximum of 20) = _____

Section 2: Locally Selected Measures of Student Achievement (20 points)

The evaluator has reviewed Student Growth and Achievement Measures provided by the vendor of the district selected state approved student evaluation tool currently in use. District agreed upon criteria for awarding points for locally selected measures of student achievement detailed in APPR form 9a, were applied to arrive at the total number points awarded below.

Total Number of Locally Selected Measures of Student Achievement Points Earned (maximum of 20) = _____

Section 3: Professional Responsibilities Review (20 points)

Domain	Unsatisfactory	Basic	Proficient	Distinguished
Domain 4 Professional Responsibilities	The teacher demonstrates low ethical standards and levels of professionalism, with poor recordkeeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth.	The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary record-keeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and district projects and activities for professional growth.	The teacher demonstrates high ethical standards and a genuine sense of professionalism by engage in & in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and district events, and engaging in activities for professional development.	The teacher's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership roles in both school and district projects and extensive professional development activities. Where appropriate students contribute to the systems for record keeping and family communication.

The evaluator has reviewed the highlighted component sections of the domain 4 rubric (form 7) completed during the professional responsibilities review conference. The domain 4 professional responsibilities rubrics (form 7) informed the highlighted sections above. The professional responsibilities scoring criteria (form 9b) was applied to arrive at the total number professional responsibilities review points awarded below.

Total Number of Professional Responsibilities Review Points Earned (maximum of 20) = _____

Section 4: Classroom Observation (40 points)

Domain	Unsatisfactory	Basic	Proficient	Distinguished
Domain 1 Planning and Preparation	Teacher's plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate	Teacher's plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned to the goals.	Teacher's plans reflect solid understanding of the content- the students and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.	Teacher's plans, based on extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the teacher's plans -- instructional outcomes, learning activities, materials, resources, and assessments-- are in complete alignment and are adapted as needed for individual students.
Domain 2 Classroom Environment	Classroom environment is characterized by chaos and conflict. With low expectations for learning no clear standards of student conduct, poor use of physical space, and negative interactions between individuals.	Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect.	Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.	Students themselves make a substantive contribution to the smooth functioning of the class-room, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.
Domain 3 Instruction	Instruction is characterized by poor communication, low-level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.	Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan and in response to students' interests and their success in learning.	All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality and teacher and students make productive use of assessment. The teacher demonstrates flexibility in contributing to the success of the lesson and of each student.	All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The teacher persists in the search for approaches to meet the needs of every student.

The evaluator has reviewed all classroom observations conducted during the _____ school year. The classroom observation rubrics (APPR form 4) and observation reports (APPR form 5) informed the highlighted sections above. The holistic classroom observation scoring criteria (APPR form 9c) was applied to arrive at the total number of classroom observation points awarded below.

Total Number of Classroom Observation Points Earned (maximum of 40) = _____

Overall Teacher Effectiveness Rating: As per the mandate in New York State educational law 3012c, the total value of the scores included in the table below has been used to determine an overall teacher composite effectiveness rating as described in APPR form 9d.

	Student Growth on State Assessments or Other Comparable Measures (20 points)	Locally Selected Measures of Student Achievement (20 points)	Professional Responsibilities (20 points)	Classroom Observation (40 points)	Overall Composite
Score					
Effectiveness Rating					

Teacher

Evaluator

Date

APPR Form 9b – Professional Responsibilities Evaluation Rubric

Holistic Scoring

Use the results of the Professional Responsibilities Conference Rubric (APPR form 7) to complete the Domain 4 Summary Rubric on APPR form 9 as follows.

Overall Holistic Scoring for Professional Responsibilities Summary Rubric:			
Overall Rating	Criteria	Points Awarded	% of points
Distinguished	One or more component scores in the Domain rated distinguished AND No part of any other component score in the Domain below proficient	20	100%
Proficient	All components proficient	19	95%
	Three or more components proficient No components unsatisfactory	18	90%
	Three or more components proficient	17	85%
Basic	Three or more components basic or above	16	80%
	All components basic	15	75%
	Three or more components basic May include unsatisfactory components	14	70%
Unsatisfactory	Three components unsatisfactory One component proficient One component basic	13	65%
	Three components unsatisfactory Two components basic	12	60%
	Four components unsatisfactory One component proficient	11	55%
	Four components unsatisfactory One component basic	10	50%
	All components unsatisfactory	9	45%

Holistic Scoring

Step 1: Complete a Maximum Score Summary Rubric: Use the best component score awarded on the two (or more) observations to make a Maximum Score Summary Rubric.

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of content and pedagogy	In planning and practice, teacher makes content errors or does not correct error. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts of the discipline, but may display lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to students.		Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
1b: Demonstrating knowledge of students	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.		Teacher understands the active nature of student learning, and gains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
1c: Setting Instructional	Outcomes represent low expectations for students and lack of rigor, nor do they reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.		All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
1d: Demonstrating	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.		Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

Step 2: Use the results of the Maximum Score Summary Rubric to complete the Domain Summary Rubric on APPR form 9 as follows.

Domain	Description of all Domain Components on Maximum Score Summary Rubric	Corresponding Rating to be Highlighted on the Domain Summary Rubric (on APPR Form 9)
Domain 1: Planning and Preparation (components: a, b, c, d, e, f)	One or more component scores in the Domain rated distinguished AND No part of any other component score in the Domain below proficient	Domain 1 - Distinguished
	Three or more components in the proficient range or above	Domain 1 - Proficient
	Three or more components in the basic range or above	Domain 1 - Basic
	Four or more components in the unsatisfactory range	Domain 1 - Unsatisfactory
Domain 2: Classroom Environment (components: a, b, c, d, e)	One or more component scores in the Domain rated distinguished AND No part of any other component score in the Domain below proficient	Domain 2 - Distinguished
	Three or more components in the proficient range or above	Domain 2 - Proficient
	Three or more components in the basic range or above	Domain 2 - Basic
	Three or more components in the unsatisfactory range	Domain 2 - Unsatisfactory
Domain 3: Instruction (components: a, b, c, d, e)	One or more component scores in the Domain rated distinguished AND No part of any other component score in the Domain below proficient	Domain 3 - Distinguished
	Three or more components in the proficient range or above	Domain 3 - Proficient
	Three or more components in the basic range or above	Domain 3 - Basic
	Three or more components in the unsatisfactory range	Domain 3 - Unsatisfactory

Overall Holistic Scoring for Teacher Domain Summary Rubric:

Overall Rating	Criteria	Points Awarded	% of points
Distinguished	<ul style="list-style-type: none"> - One or more distinguished domains identified - No domains below proficient <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> - Subgroup Performance in Economically Disadvantaged or Students with Disabilities Subgroup Meets or Exceeds State Growth Expectations 	40	100%
Proficient	<ul style="list-style-type: none"> - Three domains proficient <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> - All Students as a Group Meets or Exceeds State Growth Expectations 	39	97.5%
	<ul style="list-style-type: none"> - Two domains proficient - One domain basic 	37	92%
	<ul style="list-style-type: none"> - Two domains proficient - One domain unsatisfactory 	34	85%
Basic	<ul style="list-style-type: none"> - One domain proficient - Two domains basic 	32	80%
	<ul style="list-style-type: none"> - Three domains basic 	30	75%
	<ul style="list-style-type: none"> - One domain proficient - One domain basic - One domain unsatisfactory 	28	70%
	<ul style="list-style-type: none"> - Two domains basic - One domain unsatisfactory 	26	65%
Unsatisfactory	<ul style="list-style-type: none"> - One domain basic - Two domains unsatisfactory 	24	60%
	<ul style="list-style-type: none"> - Three domains unsatisfactory 	20	50%

APPENDIX "B"
Beacon City School District
Annual Professional Performance Review - Evaluation Cycle

Philosophy

The Beacon City School District's administration working in collaboration with the Beacon Administrators' Association believes professional review is an integral part of the continuous growth process for administrators. The following plan meets the requirements of the New York State Annual Professional Performance Review (APPR) regulation.

The Multidimensional Principal Performance Rubric was chosen because it is a model that highlights leadership and supports professional development. The Martin-Kneip model is based upon her years of developing concepts of educational leadership. It is the belief of the Beacon School District that as accountability increases so must the support for success. This model can assist leaders in the professional growth cycle of continuous improvement of our teaching and learning systems.

Summary of State Requirements

The New York State APPR regulation requires the district to rate principals on a hundred (100) point scale. Principals will gain points from a variety of assessment tools:

- 20% or twenty (20) points will come from the state based upon the summary achievement results of the building results on state assessments
- 20% or twenty (20) points will come from "locally selected measures" of student growth
- 60% or sixty (60) points will come from multiple measures of principal effectiveness
 - A minimum of forty (40) of the sixty (60) points will be based upon scores from a state approved rubric. The forty (40) points will be based upon a broad assessment of the principal's leadership and management actions by the building principal's supervisor or a trained independent evaluator. The assessment must incorporate:
 - One or more school visits by a supervisor
 - At least two other sources of evidence from:
 - Structured feedback from teachers, students, and/or families
 - School visits by other trained evaluators
 - Review of school documents, records, state accountability processes **and/or**

APPENDIX "B"
Beacon City School District
Annual Professional Performance Review - Evaluation Cycle

- Other locally-determined sources
- Any remaining points left will be based upon the results of one or more ambitious and measurable goals set collaboratively with Principals and their Superintendent as follows:
 - One goal must address the Principal's contribution to improving teacher effectiveness which may include but not limited to:
 - Improved retention of high performing teachers
 - Correlation between student growth scores or teachers granted VS teachers denied tenure
 - Quality of feedback provided throughout the year
 - Facilitation of teacher participation in professional development made available by the district **and/or**
 - Quality and effectiveness of teacher evaluations under new APPR **and**
 - Any other goal will address quantifiable and verifiable improvements in academic results of the schools learning environment resulting from principal's leadership and commitment to their own professional growth.
- Any Leadership Standards not assessed in classroom observations will be assessed at least once per year.
- The total 100 possible points will be known as the Composite Effectiveness Score.
- Based upon the Composite Effectiveness Score from 0-100 points, a Principal will receive an overall rating of Highly Effective, Effective, Developing or Ineffective (HEDI).
- The following scale will be set by New York State
 - Highly Effective = ____ points
 - Effective = ____ points
 - Developing = ____ points
 - Ineffective = ____ points

APPENDIX "B"
Beacon City School District
Annual Professional Performance Review - Evaluation Cycle

Specific Choices for the Beacon School District

- Beacon has agreed to use the Multidimensional Principal Performance Rubric for assessing principal effectiveness.
- Beacon has agreed to use the _____ as the local assessment.
- 20% or 20 points will come from the state based upon the achievement results of the building's collective student performance on state assessments.
- 20% or 20 points will come from "locally selected measures" of student growth.
- 60% or 60 points will come from multiple measures.
- The elements of the 60% or 60 points that comprise the multiple measures will include:
 - 40 points will come from the Multidimensional Principal Performance Rubric.
 - Three formative reviews will be set throughout the year with the Assistant Superintendent for Instruction and Personnel
 - Two formal school visits will be conducted throughout the school year by a supervisor of principals
 - The Superintendent will also conduct informal school visits throughout the school year
 - The Principal will keep a file, notebook, computer file or other collection device of documents throughout the year that will address the Domains of the Multidimensional Principal Performance Rubric
 - In addition, each Principal will send Friday Updates to the Superintendent and Assistant Superintendent for Instruction and Personnel. These updates may, if the principal chooses be added to the document collection mentioned in the bullet immediately above
 - 20 points will come from goals
- Upon the completion of all of the elements, there will be data-based evidence to address every domain of the Multidimensional Principal Performance Rubric.
- The evaluation system when **fully implemented** will occur in a cycle. The phases of the cycle include:

APPENDIX "B"
Beacon City School District
Annual Professional Performance Review - Evaluation Cycle

Beacon City School District's Multiple Measures of Principal Effectiveness	
Measure	Description/Actions/Behaviors
1	Goal Setting: At the beginning of the new evaluation cycle, the principal will obtain APPR Form P1 (Strategic Planning for Goals). Principal should analyze school needs based on available data from the previous school year. Principal will complete and submit an electronic copy of APPR Form P1 by no later than September 1 st . The principal's supervisor will meet with them to discuss goals by no later than October 15 th .
2	Mid-Year Formative Conference 1: During the last week in January a professional conference will be held at which the evaluator and the principal will meet to review: goals progress, feedback from the first formal building visit, and Multidimensional Professional Performance review evaluation evidence provided by the principal and will discuss performance to date. The evaluator will highlight dimensions and threads on the MPPR rubric which represent the evidence discussed and will summarize salient points and recommendations on APPR Form P2 (Mid-Year Formative Conference Report).
3	End of Year Conference 2: During the first week in June a professional conference will be held at which the evaluator and the principal will meet to review: goals progress, feedback from the first formal building visit, and Multidimensional Professional Performance review evaluation evidence provided by the principal and will discuss performance to date. The evaluator will highlight dimensions and threads on the MPPR rubric which represent the evidence discussed and will summarize salient points and recommendations on APPR Form P3 (End of Year Conference Report).
4	<p>Principal Evaluation: At the end of the evaluation cycle, a certified evaluator will complete APPR form P3 (Principal Evaluation Rating Instrument). The following factors will be used to determine an overall Teacher Effectiveness Rating, as mandated by education law 3012c:</p> <ol style="list-style-type: none"> 1. Student Growth on State Assessments or Other Comparable Measures (20 points) 2. Locally Selected Measures of Student Achievement (20 points) 3. Goals Review (20 points) 4. MPPR Rubric Analysis (40 points)

APPENDIX "B"
Beacon City School District
Annual Professional Performance Review - Evaluation Cycle

Timeline (absent exigent circumstance)	Evaluation Cycle Activity Description	Corresponding APPR Forms to be Completed
On or Before September 1st	Goal Setting: Principal will analyze school needs based on available data and set goals for the building. Principal will complete and submit an electronic copy of APPR Form P1 by no later than September 1 st .	APPR form P1 should be completed by principal and submitted to the Administrator of Record
On or Before October 15th	Pre-Evaluation Conference: Evaluator will meet with principal to discuss their goals and how they intend to document evidence for the MPPR dimensions being evaluated.	APPR form P1 should be completed by principal, signed by both principal and evaluator, and submitted to the Administrator of Record
October – January	First Formal Building Visit: Evaluator will schedule and conduct first formal building visit. Evaluator will complete APPR form PV	APPR form PV should be completed by the supervisor, signed by both principal and evaluator, and submitted to the administrator of record.
During the Last Week in January	Mid-Year Formative Conference 1: A professional conference will be held at which the evaluator and the principal will meet to review: goals progress, feedback from the first formal building visit, and Multidimensional Professional Performance review evaluation evidence provided by the principal and will discuss performance to date. The evaluator will highlight dimensions and threads on the MPPR rubric which represent the evidence discussed and will summarize salient points and recommendations on APPR Form P2 (Mid-Year Formative Conference Report).	The evaluator will highlight dimensions and threads on the MPPR rubric which represent the evidence discussed and will summarize salient points and recommendations on APPR Form P2 (Mid-Year Formative Conference Report).

APPENDIX "B"
Beacon City School District
Annual Professional Performance Review - Evaluation Cycle

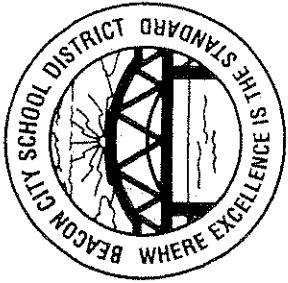
February - March	Second Formal Building Visit: Evaluator will schedule and conduct first formal building visit. Evaluator will complete APPR form PV	APPR form PV should be completed by the supervisor, signed by both principal and evaluator, and submitted to the administrator of record.
First Week in June	End of Year Formative Conference 2: During the first week in June a professional conference will be held at which the evaluator and the principal will meet to review: goals progress, feedback from the formal building visits, and Multidimensional Professional Performance review evaluation evidence provided by the principal and will discuss performance to date. The evaluator will highlight dimensions and threads on the MPPR rubric which represent the evidence discussed and will summarize salient points and recommendations on APPR Form P3(End of Year Conference Report).	The evaluator will highlight dimensions and threads on the MPPR rubric which represent the evidence discussed and will summarize salient points and recommendations on APPR form P2
As soon after State Assessment Results are Available as is Possible	End of Year Evaluation: A certified evaluator will complete APPR form P3 and assigns composite principal effectiveness rating.	Evaluator completes APPR form P3, secures principal

APPENDIX "B"
Beacon City School District
Annual Professional Performance Review - Evaluation Cycle

Getting Started

The evaluation cycle fully implemented is a powerful research-based model that is different and more comprehensive from previous models used in the district. There is a need for awareness and a depth of learning about the Multidimensional Principal Performance Rubric to become fully functional. For this reason the following phase-in is in place:

Year	Phase-in Description
One 2011-2012	<p>As per State regulation, only Principals of grades 4-8 will be using the new model. All other Principals fall under the previous evaluation system. The anticipated date of purchase of materials is December, 2011.</p> <p>Because of the delayed start of the implementation of the rubric or this school year only two goals will be discussed and established at the last week in January 2012 formative meeting with the Superintendent and Assistant Superintendent for Instruction and Personnel. In addition, only the first four Domains will be assessed.</p> <p>The 2011-2012 evaluation will not be used toward the two year expedited hearing for any principal.</p>
Two 2012-2013	<p>Principals of grades 4-8 of will complete the entire evaluation cycle as described in pages 2-6 above.</p> <p>All other Principals will phase-in as described above for the 2011-2012 year.</p>
Three 2013 - 2014	<p>All Principals will complete the entire evaluation cycle as described in pages 2-4 above.</p>



BEACON CITY
SCHOOL
DISTRICT

Form P1 – Strategic
Planning for Goals

STRATEGIC
PLAN

_____ (Date)

THE STRATEGIC PLAN: A LIVING DOCUMENT

The Strategic Plan was conceptualized from the work of the Board of Education and the Administrative Team, borrowing from goals and long-term directions set by the Board and from our experience in identifying and addressing the most urgent and important needs. The Strategic Plan is a living document that evolves as conditions and needs change through the experience of implementation.

INSTRUCTIONAL VISION STATEMENT

MISSION STATEMENT

PHILOSOPHY STATEMENT

STRATEGIC GOALS

_____ (date)

STRATEGIC GOAL I:

STRATEGIC GOAL II:

STRATEGIC GOAL III:

STRATEGIC GOAL I:

To raise expectations for achievement by all students. Instructional decisions - including program adoption, professional development, use of instructional technology, deployment of resources, and classroom teaching - will be driven by data.

Sub-Goals <i>What is the purpose?</i>	Strategies <i>How will we achieve this?</i>	Benchmarks <i>What will this look like in practice?</i>	Timelines <i>When will this begin? End?</i>	Responsibility <i>Who will facilitate this work?</i>
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STRATEGIC GOAL II:

To gain greater involvement and buy-in for our schools from the Beacon community, including parents and all members of our diverse community. District-wide and school-based strategies will emphasize constructive communication and engagement between parents and teachers (e.g. "parent portal"), as well as school personnel and the larger community.

Sub-Goals <i>What is the purpose?</i>	Strategies <i>How will we achieve this?</i>	Benchmarks <i>What will this look like in practice?</i>	Timelines <i>When will this begin? End?</i>	Responsibility <i>Who will facilitate this work?</i>
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STRATEGIC GOAL III:

To gain greater involvement and buy-in for our schools from the Beacon community, including parents and all members of our diverse community. District-wide and school-based strategies will emphasize constructive communication and engagement between parents and teachers (e.g. "parent portal"), as well as school personnel and the larger community.

Sub-Goals <i>What is the purpose?</i>	Strategies <i>How will we achieve this?</i>	Benchmarks <i>What will this look like in practice?</i>	Timelines <i>When will this begin? End?</i>	Responsibility <i>Who will facilitate this work?</i>
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Beacon City School District's School Site Visit Feedback Form

APPR Form PV

Principal:	Date:	School:
Observer:	Time:	
Context for Observation (e.g., classroom visit, faculty meeting, parent meeting, etc.):		

Domain	Observation Feedback
Shared vision of learning	*Consult the Multidimensional Principal Performance Rubrics prior to completing this section and use your observation notes to cite specific competence related to the school site visit. Also, review the administrator's Professional Growth Goals; provide specific feedback on areas for development cited in either.
School Culture and Instructional Program	
Safe, Efficient, Learning Environment	
Community	
Professional Responsibilities	
Other notes	
Strengths:	Summary Feedback
Areas of Improvement:	

Observer Signature: _____ Administrator Signature: _____



Form P2 – Formative Conference Report

BEACON CITY SCHOOL DISTRICT Annual Professional Performance Review Plan Principal Formative Conference Report

PRINCIPAL:	BUILDING:
EVALUATOR:	DATE:

The MPPR rubric which was highlighted based on evidence presented during this conference must be dated and signed by both the principal and the evaluator, then attached to this form to be kept on file.

Domain 1 Shared Vision of Learning	Comments: Recommendation:
Domain 2 School Culture and Instructional Program	Comments: Recommendation:
Domain 3 Safe Efficient Effective Learning Environment	Comments: Recommendation:
Domain 4 Community	Comments: Recommendation:

Multidimensional Principal Performance Rubric

Domain 1 – Shared Vision of Learning

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Culture¹ (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	claims to have a vision and mission for the school, but keeps it private	identifies the school's vision and mission, and makes them public	collaborates with key stakeholders in the school to develop and implement a shared vision and mission for learning	engages stakeholders representing all roles and perspectives in the school in the development, monitoring and refinement of a shared vision ² and mission for learning
	school vision and mission are unrelated to the district vision and mission	school vision and mission are created in isolation of the district's vision and mission and aligned as an afterthought	school vision and mission aligns with the vision and mission of the district	school vision and mission intentionally align with the vision and mission of the district and contribute to the improvement of learning district wide
	disregards the need to use the school's vision and mission to guide goals, plans and actions	refers to the school vision and mission as a document, unconnected to programs, policies or practices	explicitly links the school's vision and mission to programs and policies	uses the school's vision and mission as a compass to inform reflective practice, goal-setting, and decision-making
Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)	assumes that the school's improvement is either an event or the responsibility of a single individual	provides selected staff with opportunities to discuss school improvement efforts	has a process and structure in place for organizational improvement and uses it to assess the school	uses and regularly evaluates strategic processes and structures to promote the school's continuous and sustainable improvement

¹ In the electronic version, Culture is hyperlinked to an input PowerPoint.

² In the electronic version, shared vision is hyperlinked to an annotated shared visioning activity.

Multidimensional Principal Performance Rubric

Domain 2 – School Culture and Instructional Program

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	<p>acknowledges the need for communication and collaboration</p> <p>provides selected individuals with basic information about various collaborative teaching, learning and work-related concepts or practices to several individuals</p> <p>creates a learning environment that relies on teacher-controlled classroom activities, rote learning, student compliance and learning opportunities that are disconnected from students' experiences, needs or cultures</p>	<p>considers proposals for collaborative structures and projects</p> <p>encourages selected staff to expand their understanding of particular practices that support collaborative planning, as collaborative planning, co-facilitation or integrated curriculum design</p> <p>creates a learning environment in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures</p>	<p>supports various teaming opportunities, common planning and inquiry time, and visitations within the organization to increase learning and improve practice</p> <p>develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program design, integrated curriculum, or other individual or organizational projects)</p> <p>creates a personalized and motivating learning environment for students in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures</p>	<p>establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice</p> <p>nurtures and sustains a culture of collaboration, trust, learning, and high expectations by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice</p> <p>engages stakeholders (e.g., students, staff, parents) in developing and sustaining a learning environment that actively involves students in meaningful,³ relevant learning that is clearly connected to their experiences, culture and futures, and require them to construct meaning of concepts or processes in deductive or inductive ways</p>

³ In the electronic version, *meaningful* will hyperlink to an activity on engagement and meaningfulness
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Multidimensional Principal Performance Rubric

Domain 2 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Instructional Program <i>(design and delivery of high quality curriculum that produces clear evidence of learning)</i>	<p>promotes a curricular program that provides students with limited, surface or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts</p>	<p>establishes a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning</p>	<p>creates a comprehensive, rigorous, and coherent curricular program that address all levels of thinking, enables students to develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks</p>	<p>engages students and teachers in designing and revising a learner-centered curricular program that integrates basic and higher levels of thinking throughout and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question</p>
	<p>maintains a hands off approach to instruction</p>	<p>provides mixed messages related to expectations for instructional methodology and own understanding of "best practices"</p>	<p>supervises instruction and makes explicit the expectation that teachers remain current in research-based, best practices and incorporate them into their own work</p>	<p>supervises instruction on an ongoing basis, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning</p>
	<p>initiates actions that interrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)</p>	<p>allows actions that disrupt instructional time and distract from learning (e.g. meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)</p>	<p>maximizes time spent on quality instruction by protecting it from interruptions and inefficient scheduling, minimizing disruption to instructional time</p>	<p>involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them</p>

Multidimensional Principal Performance Rubric

Domain 2 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Capacity Building <i>(developing potential and tapping existing internal expertise to promote learning and improve practice)</i>	<p>assumes titled leaders are able to handle administrative responsibilities and teachers to be able to instruct students</p> <p>is unaware of effective and appropriate technologies available</p>	<p>invests in activities that promote the development of a select group of leaders</p> <p>provides the necessary hardware and software, and establishes the expectation that teachers will integrate technology into student learning experiences</p>	<p>develops the instructional and leadership capacity of staff</p> <p>promotes the use of the most effective and appropriate technologies to support teaching and learning and ensures that necessary resources are available</p>	<p>develops and taps the instructional and leadership capacity of all stakeholders in the school organization to assume a variety of formal and informal leadership roles in the school</p> <p>engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the school organization</p>
Sustainability ⁴ <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i>	uses "accountability" to justify a system that links student achievement with accolades and blame	assessment and accountability systems, though in place, are misaligned so that it is difficult to see how data from one explicitly relates to or informs the other	develops assessment and accountability systems to monitor student progress, uncover patterns and trends, and provide a way to contextualize current student strengths and needs inside a history that connects changes in teaching and learning to student achievement.	facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to monitor student progress, teacher learning, uncover patterns and trends, and provides a way to contextualize student achievement, both inside history and projected into the future.

⁴ In the electronic version, *Sustainability* will hyperlink to a PowerPoint providing input on Sustainability.
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Multidimensional Principal Performance Rubric

Domain 2 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Strategic Planning Process: monitoring/inquiry <i>(the implementation and stewardship of goals, decisions and actions)</i>	judges the merit of the instructional program based on what is used by others	evaluates the impact of the instructional program based on results of standardized assessments	gathers input from staff and surveys students as well as formal assessment data as part of process to monitor and evaluate the impact of the instructional program	provides time and the expectation for students and staff to participate in multiple cycles of field testing, feedback and revision of the instructional program in order to monitor and evaluate its impact and make necessary refinements to support continuous improvement

Multidimensional Principal Performance Rubric

Domain 3 – Safe, Efficient, Effective Learning Environment

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Capacity Building (developing potential and tapping existing internal expertise to promote learning and improve practice)	obtains and uses human, fiscal and technological resources based on available funds or last year's budget instead of need considers self as the sole leader of the organization while allocating limited responsibilities for unwanted tasks to others	obtains human, fiscal and technological resources and allocates them without an apparent plan shares "leadership" by providing others with limited responsibilities for tasks and functions but no decision making ability	obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources develops the capacity for distributed leadership by providing interested individuals with opportunities and support for to assuming leadership responsibilities and roles	considers vision and solicits input from various stakeholders in determining, obtaining, allocating and utilizing necessary human, fiscal and technological resources, aligning them with present and future needs embeds distributed leadership into all levels of the organization by enabling administrative, teacher, student and parent leaders to assume leadership roles and co-creates a process by which today's leaders identify, support and promote the leaders of tomorrow
Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	speaks to the importance of school safety, but is inconsistent in creating and implementing specific plans to ensure it	establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures	promotes and protects the welfare and safety of students and staff	engages multiple, diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff, within and beyond school walls

Multidimensional Principal Performance Rubric

Domain 3 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i>	avoids engaging with management or operations systems	monitors and evaluates the management and operational systems	monitors, evaluates and revises management and operational systems	establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement
Instructional Program <i>(design and delivery of high quality curriculum that produces clear evidence of learning)</i>	allocates time as required to comply with regulations and mandates	schedules time outside of the typical school day for teachers to support instruction and learning	ensures teacher and organizational time is focused to support quality instruction and student learning	engages groups of students and teachers in determining how to best allocate and manage time to support ongoing and sustainable improvements in quality instructional practices and student learning

Multidimensional Principal Performance Rubric

Domain 4 - Community

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Strategic Planning Process: Inquiry <i>(gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success)</i>	makes decisions about whether or not to change the educational environment based on own impressions and beliefs	collects and analyzes data and information pertinent to the educational environment	collects and analyzes data and information pertinent to the educational environment, and uses it to make related improvements	engages in ongoing collection and analysis of data on the educational environment and information from diverse stakeholders to ensure continuous improvement
Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i>	considers the community as separate from the school	provides isolated opportunities for including the community in a school activity or for engaging students in community outreach or service projects	promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources through diverse activities	engages students, educators, parents, and community partners in employing a range of mechanisms and technology to identify and tap the community's diverse cultural, social and intellectual resources, promote their widespread appreciation, and connect them to desired improvements in teaching and learning
Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i>	identifies lack of family and caregiver involvement as a key explanation for lack of achievement	takes actions intended to increase family and caregiver support for the school	builds and sustains positive relationships with families and caregivers	builds sustainable, positive relationships with families and caregivers and enables them to take on significant roles in ongoing improvement efforts

Multidimensional Principal Performance Rubric

Domain 5 – Integrity, Fairness, Ethics

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i>	associates "accountability" with threats and blame for students' academic and social difficulties	focuses on accountability for academic and social success of students whose test results threaten the school's standing	ensures a system of accountability for every student's academic and social success	enables an approach to "accountability" that upholds high ethical standards and inspires stakeholders (educators, parents, students and community partners) to own and be responsible for every student's academic and social success
	makes decisions based on self-interest and is caught off guard by consequences of decisions and responds by denying, becoming defensive or ignoring them.	makes decisions and takes actions without considering consequences, dealing with them if and when they occur	considers and evaluates the potential moral and legal consequences of decision-making	engages the diverse perspectives of various stakeholders in using multiple sources of data to explore potential intended and unintended moral, legal and ethical consequences of decisions and actions that support the greater good
	blames mandates for decisions or actions that challenge the integrity or ethics of the school or its various stakeholders	assumes responsibility for decisions and actions related to mandates	assumes responsibility for thoughtfully considering and upholding mandates so that the school can successfully tread the line between compliance and moral and ethical responsibility	promotes resiliency by involving stakeholders in considering how to negotiate and uphold mandates in ways that preserve the integrity of the school's learning and work and align with its ethical and moral beliefs

Multidimensional Principal Performance Rubric

Domain 5 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i>	mourns the lack of the self-awareness, reflective practice transparency and ethical behavior in others	proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in others	models principles of self-awareness, reflective practice, transparency, and ethical behavior	engages stakeholders in identifying and describing exemplars of self and cultural awareness, reflective practice, transparency and ethical behavior from within and outside the school, and determining how to replicate them
	pays lip service to values related to democracy, equity and diversity	holds others accountable for upholding the values of democracy, equity and diversity	safeguards the values of democracy, equity, and diversity	provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity, and diversity
	implements strategies that group and label students with specific needs, isolating them from the mainstream	asserts that individual student needs should inform all aspects of schooling, but has difficulty putting these beliefs into action	promotes social justice and ensures that individual student needs inform all aspects of schooling	creates processes that embed social justice into the fabric of the school, seamlessly integrating the needs of individuals with improvement initiatives, actions and decisions

Multidimensional Principal Performance Rubric

Domain 6 – Political, Social, Economic, Legal and Cultural Context

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i>	appears unaware of decisions affecting student learning made outside of own school or district waits to be told how to respond to emerging trends or initiatives	reacts to district, state and national decisions affecting student learning continues to rely on the same leadership strategies, in the face of emerging trends and initiatives, or copies others who they view as leaders in the field	acts to influence local, district, state, and national decisions affecting student learning, within and beyond their own school and district assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies	engages the entire school community and all of its stakeholders in collaborative to make proactive and positive change in local, district, state and national decisions affecting the improvement of teaching and learning draws upon the perspectives, expertise and leadership of various stakeholders in responding proactively to emerging challenges to the shared vision, ensuring the resilience of the school, its growth, learning and improvements
Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i>	advocates for self and own interests	advocates for selected causes	advocates for children, families, and caregivers	guided by the school vision, enables self, children, families and caregivers to successfully and appropriately advocate for themselves and one another

Multidimensional Principal Performance Rubric

Other: Goal Setting and Attainment

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Uncovering Goals <ul style="list-style-type: none"> • Align • Define 	<p>“does” goal setting in order to be in compliance with mandates or regulations</p> <p>operates from own opinion and perceptions without attending to vision and data</p> <p>extracts goals from own interests</p> <p>goals are isolated action steps, unaligned to a goal that can actually be worked toward</p>	<p>completes goal setting activities to satisfy external expectations and assumptions about the connection between principal practice and student learning</p> <p>considers data gathered about teacher practice, academic results and/or school learning environment in isolation of the school and district vision</p> <p>establishes goals that focus on improving teacher practice, and academic results and/or school learning environment</p> <p>goals are broad, general, aspirational statements that are too big to be assessed</p>	<p>engages in the goal setting process as part of own professional improvement as related to improving student learning</p> <p>works with the superintendent to consider the school and district vision and student learning needs, as well as information gathered about teacher practice, academic results and/or the school learning environment</p> <p>creates goals that connect changes in principal practice to the improvement of teacher practice, academic results, and/or school learning environment in order to improve student learning</p> <p>goals are stated in ways that allow progress toward them to be assessed</p>	<p>embraces the goal setting process as part of ongoing work to improve learning by decreasing the distance between the school's current reality and the vision</p> <p>engages a cross role group, including the superintendent, teachers and other administrators, to triangulate the school and district vision with data depicting the current reality of student learning, teacher practice, academic results and/or the school learning environment</p> <p>generates goals that maximize on the principal's role in improving teacher practice, academic results, and/or school learning environment in the service of improving learning</p> <p>goals are expressed in statements that are both actionable and measurable</p>

Multidimensional Principal Performance Rubric

Goal Setting and Attainment (cont.)				
	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Strategic Planning⁵ <ul style="list-style-type: none"> • Prioritize • Strategize 	considers goals in no special order	prioritizes goals based on own interests	prioritizes goals by considering what can be gained by pursuing each	prioritizes goals by considering the potential benefits and unintended consequences of pursuing certain goals vis-a-vis others
	changes commitment to goals as new ones emerge	relies on own perspective to assert the importance and alignment of identified goals	uses superintendent's perspective to test own assumptions about goals to see if they are truly connected to the school/district vision and needs	uses the perspectives of others to test own assumptions about the goals articulated and to see if they are truly connected to the school/district vision and needs
	lists generic strategies that could apply to a variety of goals	lists strategies that will be used to accomplish goals identified	articulates strategies supporting actions, and reasons for selecting them	articulates strategies supporting actions and also for overcoming obstacles to the plan, with rationale for selecting them that includes anticipated results, implementation intentions ⁶ related to each, and evidence of strategy's impact.
	states the benefits of attaining the goal(s)	describes, in general terms, what successful goal attainment will look like and accomplish	identifies anticipated specific measures of success for each goal	describes the evidence that, when collected and annotated, will support that attending to these goals actually decreases the distance between current reality and the vision

⁵ In this electronic version, *Strategic Planning* will hyperlink to a scaffolded, strategic planning worksheet.

⁶ In the electronic version, *implementation intentions* will be a hyperlinked definition with examples.

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Multidimensional Principal Performance Rubric

Goal Setting and Attainment (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Taking Action <ul style="list-style-type: none"> • Mobilize • Monitor • Refine 	<p>refers in general to working toward goals, but is unable to articulate related steps or strategies</p> <p>speaks about taking actions, but has trouble committing and getting started</p> <p>changes goals to better match what is currently happening or uses what is happening to rationalize giving up</p>	<p>identifies a series of individual actions for each goal without specifying whether the goals are long or short term</p> <p>implements the action plan quietly and privately</p> <p>adjusts goals and actions based on instinct and self-perceptions</p>	<p>creates an action plan that delineates steps and strategies for all goals, regardless of whether they are short or long term</p> <p>implements the action plan publically, and invites others to use it as a model for goal setting that they can do as well</p> <p>monitors and refines goals and/or action steps, based on formative assessment of evidence collected</p>	<p>designs an action plan that clearly differentiates between short and long term goals and their associated steps and strategies</p> <p>shares and implements the action plan publically, and uses it as an opportunity to build a culture of inquiry by inspiring others to engage in their own goal setting to improve learning</p> <p>seeks multiple, diverse perspectives to review evidence collected and contribute to own questions about process, actions, strategies and progress, to support revisions to the action plan</p>

Multidimensional Principal Performance Rubric

		Goal Setting and Attainment (cont.)		
	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Evaluating Attainment <ul style="list-style-type: none"> • Document <ul style="list-style-type: none"> ○ Insights ○ Accomplishments ○ New questions ○ Implications for moving forward • Next steps 	<p>documentation is a beginning and end event and focuses on restating actions taken and noting obstacles to goal achievement</p> <p>categorically claims goal attainment or uses failure to meet goals set as evidence that the goal setting process does not work</p> <p>dismisses the possibility of using goals to define next steps</p>	<p>sporadically documents thinking related to key moments, obstacles or achievements</p> <p>evaluates goals and goal attainment based on own impressions of what success should have looked like and what was actually achieved</p> <p>considers new goals based on success in achieving current goals, adjusting them to match perceived ability of the school to actually improve</p>	<p>periodically documents own thinking and reactions to the progress made obstacles encountered, and insights or questions that arise</p> <p>evaluates goals and goal attainment by assessing "evidence of success," establishing the degree to which the goal has been achieved, and determining next steps towards attaining the school vision</p> <p>determines next steps and future actions to improve student learning, teacher practice, academic results and/or the school learning environment in light how successful the recent work was in making improvements</p>	<p>throughout the implementation of the action plan, systematically documents and reflects upon emerging insights, questions, perceived accomplishments, obstacles encountered, and unintended consequences</p> <p>taps the perspectives of those who supported the initial data analysis to help evaluate goal attainment and related impact on learning by assessing "evidence of success," establishing the degree to which the goal has been achieved, and determining next steps in attaining the school vision and improving learning</p> <p>engages stakeholders⁷ in planning, future goals, actions and next steps to improve student learning, teacher practice, academic results and/or the school learning environment based on how much closer the school and district are to the vision</p>

⁷ In the electronic version, stakeholders would be a hyperlink to a definition and stakeholder identification activity.
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Annual Professional Performance Review Form P3: Principal Evaluation Rating Instrument

PRINCIPAL:	BUILDING:
CERTIFIED PRINCIPAL EVALUATOR:	DATE:

Section 1: Student Growth on State Assessments or Other Comparable Measures (20 points)

The evaluator has reviewed Student Growth Measures (or Other Comparable Measures) provided by the state for the students that this teacher is accountable for. New York State Department of Education criteria included in form 9d were applied to arrive at the total number points awarded below.

Total Number of Student Growth on State Assessments or Other Comparable Measures Points Earned (maximum of 20) = _____

Section 2: Locally Selected Measures of Student Achievement (20 points)

The evaluator has reviewed Student Growth and Achievement Measures provided by the vendor of the district selected state approved student evaluation tool currently in use. District agreed upon criteria for awarding points for locally selected measures of student achievement detailed in APPR form 9a, were applied to arrive at the total number points awarded below.

Total Number of Locally Selected Measures of Student Achievement Points Earned (maximum of 20) = _____

Section 3: Goals Review (20 points)

Domain	Unsatisfactory (10 points)	Basic (15 points)	Proficient (19 points)	Distinguished (20 points)
Goal Setting and Attainment	Goals are not aligned with district policy or reflective of analysis of building data. Little or no progress has been made.	Goals are aligned with building interests but are not as clearly aligned with district goals. There has been progress on some goals and none on others.	Goals are aligned with building and district interests. There has been some progress made on most goals.	Goals are not only well aligned with building and district needs, but exemplify research based best practices to meet all building and district needs. Significant progress has been made on all goals.

The evaluator has reviewed the highlighted component sections of the MPPR rubrics completed during professional conferences as well as reports from building visits conducted during the school year.

Total Number of Professional Responsibilities Review Points Earned (maximum of 20) = _____

Section 4: MPPR Domain Summary Rubric (40 points)

Domain	Ineffective	Developing	Effective	Highly Effective
Domain 1 Shared Vision of Learning (culture, sustainability)				
Domain 2 School Culture and Instructional Program (culture, instructional program, capacity building, and sustainability)				
Domain 3 Safe, Efficient, Effective Learning Environment (capacity building, culture, sustainability, instructional program)				
Domain 4 Community (strategic planning process, inquiry, culture, sustainability)				
Domain 5 Integrity, Fairness, Ethics (sustainability, culture)				
Domain 6 Political, Social, Economic, Legal and Cultural Context (sustainability, culture)				

The evaluator has reviewed all professional conference reports and building visits conducted during the _____ school year. The highlighted sections of the MPPR rubrics used in professional conferences informed the highlighted sections above. The holistic MPPR scoring criteria (APPR form P3a) was applied to arrive at the total number of MPPR points awarded below.

Total Number of Classroom Observation Points Earned (maximum of 40) = _____

Overall Principal Effectiveness Rating: As per the mandate in New York State educational law 3012c, the total value of the scores included in the table below has been used to determine an overall principal composite effectiveness rating as described in APPR form 9d.

Score	Student Growth on State Assessments or Other Comparable Measures (20 points)	Locally Selected Measures of Student Achievement (20 points)	Goals (20 points)	MPPR Rubric (40 points)	Overall Composite
Effectiveness Rating					

Principal

Evaluator

Date

APPR Form P3c – Principal MPPR Evaluation Rubric

Holistic Scoring

Step 1: Complete a Maximum Score Summary Rubric: Use the best dimension score awarded on the two MPPR Formative Conferences to make a Maximum Score Summary Rubric.

Dimension	Unsatisfactory	Developing	Effective	Highly Effective
	In planning and practice, teacher makes content errors or does not correct error. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts of the discipline, but may display lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be incomplete or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to students.		Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.		Teacher understands the active nature of student learning, and affirms information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and affirms this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.		All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.

Step 2: Use the results of the Maximum Score Summary Rubric to complete the Domain Summary Rubric on APPR form P3 as follows.

Domain	Description of all Domain Components on Maximum Score Summary Rubric	Corresponding Rating to be Highlighted on the Domain Summary Rubric (on APPR Form 9)
Domains 1-6:	One or more dimension scores in the Domain rated highly effective AND No part of any other component score in the Domain below effective	Domain 1 - Distinguished
	Most dimensions in the in the effective range or above	Domain 1 - Proficient
	Most dimensions in the developing range or above	Domain 1 - Basic
	Most dimensions in the ineffective range	Domain 1 - Unsatisfactory

Overall Holistic Scoring for Principal Domain Summary Rubric:

Overall Rating	Criteria	Points Awarded	% of points
Highly Effective	<ul style="list-style-type: none"> One or more highly effective domains identified No domains below effective OR <ul style="list-style-type: none"> Subgroup Performance in Economically Disadvantaged or Students with Disabilities Subgroup Meets or Exceeds State Growth Expectations 	40	100%
Effective	<ul style="list-style-type: none"> Most domains effective or above OR <ul style="list-style-type: none"> All Students as a Group Meets or Exceeds State Growth Expectations 	39	97.5%
	<ul style="list-style-type: none"> Most domains effective or above No domains entirely ineffective 	36	90%
	<ul style="list-style-type: none"> Most domains effective 	34	85%
	<ul style="list-style-type: none"> Most domains developing No domains entirely ineffective 	32	80%
Developing	<ul style="list-style-type: none"> Most domains developing 	28	70%
Ineffective	<ul style="list-style-type: none"> Most domains ineffective 	20	50%

